

WRITING STANDARDS ARTICULATED BY GRADE LEVEL

Kindergarten

Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

PO 1. Generate ideas through class discussion.

- Alternate:**
1. Generate ideas through a variety of activities.
 2. Generate ideas by providing comments on a specific activity.
 3. Generate ideas through collecting pictures, objects, partial objects, or models for writing ideas.

PO 2. Draw a picture about ideas generated through class discussion.

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

PO 1. Communicate by drawing, telling, or writing for a purpose.

PO 2. Create a group draft, scripted by the teacher.

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

PO 1. Reread original draft scripted by teacher or individual.

PO 2. Add additional details with prompting.

- Alternate:**
1. Select details from a picture or word bank to add to the rough draft.
 2. Given a piece of writing and a picture/word bank, select details to add to the rough draft.
 3. Choose a specific picture that would provide additional details about a given topic.

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

PO 1. Review the draft for errors in conventions, with prompting. (See Strand 2)

Concept 5: Publishing

Publishing includes formatting and presenting a final product for the intended audience.

PO 1. Share a finished piece of writing.

Strand 2: Writing Elements

Strand 2 focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

PO 1. Use pictures that convey meaning.

PO 2. Use pictures with **imitative text**, letters, or recognizable words to convey meaning.

PO 3. Use labels, captions, or picture descriptors to expand meaning.

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

PO 1. Show a clear sense of coordination between text and pictures (e.g., a reader can readily see that they go together).

PO 2. Consistently write left to right and top to bottom.

PO 3. Space appropriately between words with some degree of accuracy.

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

PO 1. Create pictures or text with distinctive personal style and originality.

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

PO 1. Select labels, captions, or descriptors to enhance pictures.

PO 2. Use words, labels, or short phrases that clearly go with picture text.

Concept 5: Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

PO 1. Attempt **simple sentences** (some may be fragments).

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 1. Write the 26 letters of the alphabet in:

- a. lower case
- b. upper case

Alternate: 1. Write fifteen letters of the alphabet in upper or lower case.
2. Write ten letters of the alphabet in upper or lower case.
3. Touch or indicate first letter of name.

PO 2. Distinguish between upper and lower case letters.

PO 3. Use capital letters to begin "important" words, although may be inconsistent or experimental.

PO 4. Use spaces between words.

PO 5. Write left to right and top to bottom.

PO 6. Use punctuation in writing, although may be inconsistent or experimental.

PO 7. Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., *I lik t d nts.* – I like to draw knights.)

PO 8. Use resources (e.g., **environmental print, word walls**) to spell correctly.

Alternate: 1. Given five words, use word wall to spell correctly.
2. Given two words, use a word wall/list to spell correctly.
3. Select correct spelling of name/name symbol from choice of two using personal word dictionary.

PO 9. Write own name on personal work.

Alternate: 1. Using a model, write name on personal work.
2. Given two first name stamps, select correct name to stamp on personal work.
3. Given correct name stamp, stamp name in designated area on personal work.

Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

PO 1. Create **narratives** by drawing, dictating, and/or emergent writing.

PO 2. Participate in writing simple poetry, rhymes, songs, or chants.

Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience.

PO 1. Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing or writing.

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

PO 1. Participate in writing a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).
(See R00-S3C2; M00-S2C1)

Alternate:

1. Using a template, write a variety of functional text.
2. Using a model, write a variety of functional text.
3. Use a name stamp or label.

PO 2. Participate in writing communications, with teacher as scribe, including:

- a. **friendly letters**
- b. thank-you notes

Alternate:

1. Participate in writing thank-you notes or friendly letters with teacher as scribe.
2. Participate in writing thank-you notes with teacher as scribe.
3. Using a name stamp, sign written communications.

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

(Grades 3-HS)

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

- PO 1. Participate in a group discussion, based on a literature selection, that identifies the:
- a. character(s)
 - b. setting
 - c. sequence of events
- (See R00-S2C1)
- PO 2. Participate in a group discussion in response to a given piece of literature that connects:
- a. text to self (personal connection)
 - b. text to world (social connection)
 - c. text to text (compare within multiple texts)
- (See R00-S2C1)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

- PO 1. Participate in creating a simple class report where the teacher is the scribe.

WRITING STANDARDS ARTICULATED BY GRADE LEVEL

Grade 1

Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

- PO 1. Generate ideas through prewriting activities (e.g., brainstorming, **webbing**, drawing, writer's notebook, group discussion).
- Alternate:**
1. Generate ideas through a variety of activities.
 2. Generate ideas by providing comments on a specific activity.
 3. Generate ideas through collecting pictures, objects, partial objects, or models for writing ideas.
- PO 2. Draw a picture or storyboard about ideas generated.
- PO 3. Organize ideas using simple **webs**, maps, or lists.
- PO 4. Discuss the purpose for a writing piece.
- PO 5. Discuss who the intended audience of a writing piece will be.

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

- PO 1. Write a draft (e.g., story, caption, letter, observations, message).

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

- PO 1. Reread original draft for clarity.
- PO 2. *Add additional details with prompting.*
- Alternate:**
1. Select details from a picture or word bank to add to the rough draft.
 2. Given a piece of writing and a picture/word bank, select details to add to the rough draft.
 3. Choose a specific picture that would provide additional details about a given topic.

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

PO 1. Review the draft for errors in conventions, with prompting.

(See Strand 2)

Concept 5: Publishing

Publishing includes formatting and presenting a final product for the intended audience.

PO 1. Rewrite and illustrate selected pieces of writing for sharing with intended audience.

PO 2. Write legibly.

- Alternate:**
1. Consistently write left to right and top to bottom.
 2. Space appropriately between words.
 3. Make marks with writing instruments or a stamp in a defined area.

Strand 2: Writing Components

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

PO 1. Write **stand-alone text** that expresses a clear message.

- Alternate:**
1. Use pictures with imitative text, letters, or recognizable words to convey meaning.
 2. Use pictures to convey meaning.
 3. Given two pictures, match correct picture to spoken word.

PO 2. Incorporate details in pictures and text.

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

PO 1. Demonstrate sequencing or patterning in written text or storyboards.

PO 2. Show a sense of beginning (e.g., *This is a story of...*, *One day...*, *My favorite food...*).

PO 3. Write multiple sentences in an order that supports a main idea or story.

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

PO 1. Create pictures and text that is expressive, individualistic, engaging, and lively.

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

PO 1. Select words that convey a clear, general meaning.

- Alternate:**
1. Select captions or descriptors which enhance pictures to convey meaning.
 2. Select labels or names that go with a picture to convey meaning.
 3. Given two items, select the object/partial object, tactile symbol, or picture that is associated with the spoken or signed word.

PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message.

PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.

Concept 5: Sentence Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

PO 1. Write **simple sentences**.

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 1. Incorporate conventions into own text, including:

- a. spacing between words
- b. spacing between lines
- c. consistent left-right and up-down orientation
- d. placement of title

PO 2. Use capital letters correctly for:

- a. the pronoun I
- b. the beginning of a sentence
- c. names

PO 3. Punctuate endings of sentences using:

- a. periods
- b. question marks
- c. exclamation points

PO 4. Spell **high frequency words** correctly.

- Alternate:**
- 1. Given a list of high frequency words, spell any two words.
 - 2. Given a model, spell first name.
 - 3. Match printed name to a model.

PO 5. Use common spelling patterns (i.e., **onset** and **rimes**, **word families**, and simple **CVC words**) to spell words correctly.

PO 6. Use basic phonetic spelling of unfamiliar words to create readable text.

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

*PO 7. Use resources (e.g., **environmental print**, **word walls**, dictionaries) to spell correctly.*

- Alternate:**
1. Given five words, use word wall to spell correctly.
 2. Given two words, use a word wall/list to spell correctly.
 3. Select correct spelling of name/name symbol from choice of two using personal word dictionary.

PO 8. Use subject /verb agreement in simple sentences.

*PO 9. Use the following parts of speech correctly in **simple sentences**:*

- a. nouns
- b. action verbs

PO 10. Write own name on personal work.

- Alternate:**
1. Using a model, write name on personal work.
 2. Given two first name stamps, select correct name to stamp on personal work.
 3. Given correct name stamp, stamp name in designated area on personal work.

Strand 3: Writing Applications

Writing skills particular to the modes listed here may be taught across the curriculum, although some modes may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

PO 1. Write a **narrative** that includes:

- a. a main idea based on real or imagined events
- b. character(s)
- c. a sequence of events

PO 2. Participate in writing simple poetry, rhymes, songs, or chants.

Concept 2: Expository

Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience.

PO 1. Create expository texts (e.g., labels, lists, observations, journals) through drawing and/or writing.

PO 2. Participate in creating simple summaries from informational texts, graphs, tables, or maps. (See M01-S2C1)

Concept 3: Functional

Functional writing includes letters, memos, schedules, directories, signs, manuals, forms, and recipes. This writing provides specific directions or information related to real-world tasks.

PO 1. Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).
(See R01-S3C2; M01-S2C1)

- Alternate:**
1. Using a template, write a variety of functional text.
 2. Using a model, write a variety of functional text.
 3. Use a name stamp or label.

PO 2. Participate in writing communications, with teacher as scribe, including

- a. **friendly letters**
- b. *thank-you notes*

- Alternate:**
1. *Participate in writing thank-you notes or friendly letters with teacher as scribe.*
 2. *Participate in writing thank-you notes with teacher as scribe.*
 3. *Using a name stamp, sign written communications*

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

(Grades 3-HS)

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

PO 1. Write a response to a literature selection identifies the:

- a. *character(s)*
 - b. **setting**
 - c. *sequence of events*
 - d. main idea
- (See R01-S2C1)

PO 2. Participate in a group response to a given piece of literature that connects:

- a. text to self (personal connection)
 - b. text to world (social connection)
 - c. text to text (compare within multiple texts)
- See R01-S2C1)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

PO 1. Write a simple report with a title and three facts, using informational sources.

WRITING STANDARDS ARTICULATED BY GRADE LEVEL

Grade 2

Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

PO 1. *Generate ideas through prewriting activities (e.g., brainstorming, **webbing**, drawing, writer's notebook, group discussion).*

Alternate:

1. Generate ideas through a variety of activities.
2. Generate ideas by providing comments on a specific activity.
3. Generate ideas through collecting pictures, objects, partial objects, or models for writing ideas.

PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.

PO 3. Determine the intended audience of a writing piece.

PO 4. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

PO 1. Write a draft with supporting details.

PO 2. Organize details into a logical sequence.

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

PO 1. Reread original draft for clarity.

PO 2. Add additional relevant details for audience understanding.

Alternate:

1. Select details from a picture or word bank to add to the rough draft.
2. Given a piece of writing and a picture/word bank, select details to add to the rough draft.
3. Choose a specific picture that would provide additional details about a given topic.

PO 3. Evaluate the draft for use of one or more writing elements, with the assistance of teacher, peer, checklist, or **rubric**.
(See Strand 2)

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

PO 1. Review the draft for errors in conventions. (See Strand 2)

PO 2. Use simple resources (e.g., **word walls**, primary dictionaries) to correct conventions.

Concept 5: Publishing

Publishing includes formatting and presenting a final product for the intended audience.

PO 1. Rewrite and illustrate selected pieces of writing for sharing with intended audience.

PO 2. Write legibly.

- Alternate:**
1. Consistently write left to right and top to bottom.
 2. Space appropriately between words.
 3. Make marks with writing instruments or a stamp in a defined area.

Strand 2: Writing Components

Strand 2 focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

PO 1. Write **stand-alone text** that expresses a clear message.

Alternate:

1. Use pictures with imitative text, letters, or recognizable words to convey meaning.
2. Use pictures to convey meaning.
3. Given two pictures, match correct picture to spoken word.

PO 2. Incorporate relevant details that give the text interest.

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

PO 1. Organize content in a selected format (e.g., friendly letter, **narrative**, expository text).
(See Strand 3)

PO 2. Use beginning and concluding statements (other than simply "The End") in text.

PO 3. Use signal words (e.g., first, second, third; 1, 2, 3) to indicate the order of events or ideas.

PO 4. Use **transitional words** and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.

PO 5. Write multiple sentences that support a topic.

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

PO 1. Show awareness of the audience through word choice and style.

PO 2. Write text that is expressive, individualistic, engaging, and lively.

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

PO 1. Select words that convey the intended meaning and create a picture in the reader's mind.

- Alternate:**
1. Select captions or descriptors which enhance pictures to convey meaning.
 2. Select labels or names that go with a picture to convey meaning.
 3. Given two items, select the object/partial object, tactile symbol, or picture that is associated with the spoken or signed word.

PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message.

PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.

Concept 5: Sentence Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

*PO 1. Write **simple sentences**.*

PO 2. Write sentences that flow together and sound natural when read aloud.

PO 3. Use a variety of sentence beginnings and lengths.

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 1. *Use capital letters for:*

- a. *the pronoun I*
- b. *the beginning of a sentence*
- c. **proper nouns** (*i.e., names, days, months*)

Alternate:

- 1. Use capital letters for the pronoun I, names, and the beginning of a sentence.
- 2. Use capital letters for the pronoun I and first name.
- 3. Select between the upper and lower case letter for first name.

PO 2. ** Punctuate endings of sentences using:*

- a. *periods*
- b. *question marks*
- c. *exclamation points*

Alternate:

- 1. *Given teacher prepared sentences, punctuate endings of sentences using periods and question marks.*
- 2. *Given a teacher prepared sentence, punctuate ending of sentence using a period.*
- 3. *Identify if comment is a question or statement.*

PO 3. Use commas to punctuate:

- a. items in a series
- b. greetings and closings of letters
- c. dates

PO 4. Use a colon to punctuate time.

PO 5. Use apostrophes to correctly punctuate contractions.

PO 6. Spell **high frequency words** correctly.

Alternate:

- 1. Given a list of high frequency words, spell any ten words.
- 2. Given a list of high frequency words, spell any five words.
- 3. Correctly spell first name.

PO 7. Use common spelling patterns, including:

- a. **word families**
- b. simple **CVC words**
- c. **regular plurals**
- d. simple **prefixes**
- e. simple **suffixes**

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 8. Use **phonetic spelling** and **syllabication** to create readable text.

PO 9. Use resources (e.g., **environmental print**, **word walls**, dictionaries) to spell correctly.

- Alternate:**
1. Given five words, use word wall and personal word dictionary to spell correctly.
 2. Given two words, use a word wall/list to spell correctly.
 3. Select correct spelling of name/name symbol from choice of two using personal word dictionary.

PO 10. Use the following parts of speech correctly in **simple sentences**:

- a. nouns
- b. action verbs
- c. personal pronouns
- d. adjectives

PO 11. Use subject/verb agreement in simple sentences.

PO 12. Write own name on personal work.

- Alternate:**
1. Using a model, write name on personal work.
 2. Given two first name stamps, select correct name to stamp on personal work.
 3. Given correct name stamp, stamp name in designated area on personal work.

Strand 3: Writing Applications

Writing skills particular to the modes listed here may be taught across the curriculum, although some modes may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

PO 1. Write a **narrative** that includes:

- a. a main idea based on real or imagined events
- b. character(s)
- c. a sequence of events

Alternate:

1. Dictate a personal narrative to a scribe that expresses what happened and who was involved.
2. Dictate a personal narrative to a scribe that describes an event.
3. Share a personal experience through pictures or drawing that describes an event.

PO 2. Write simple poetry, rhymes, or chants.

Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience.

PO 1. Write expository texts (e.g., labels, lists, observations, journals).

PO 2. Participate in creating simple summaries from informational texts, graphs, tables, or maps.
(See M02-S2C1; R02-S3C1-04, R02-S3C1-05)

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

PO 1. Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).
(See R02-S3C2; M02-S2C1)

Alternate:

1. Using a template, write a variety of functional text.
2. Using a model, write a variety of functional text.
3. Use a name stamp or label.

PO 2. Write communications, including:

- a. **friendly letters**
- b. thank-you notes

Alternate:

1. Participate in writing thank-you notes or friendly letters with teacher as scribe.
2. Participate in writing thank-you notes with teacher as scribe.
3. Using a name stamp, sign written communications.

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

(Grades 3-HS)

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

PO 1. Write a response to a literature selection identifies the:

- a. *character(s)*
 - b. **setting**
 - c. *sequence of events*
 - d. **main idea**
 - e. *problem/solution*
- (See R02-S2C1)

PO 2. Write a response to a literature selection that connects:

- a. text to self (personal connection)
 - b. text to world (social connection)
 - c. text to text (compare within multiple texts)
- (See R02-S2C1)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

PO 1. Locate and use informational sources to write a simple report that includes:

- a. a title
 - b. a **main idea**
 - c. supporting details
- (See R02-S3C1-03, -04, -05)

WRITING STANDARDS ARTICULATED BY GRADE LEVEL

Grade 3

Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer's notebook, group discussion, printed material).

- Alternate:**
1. Generate ideas through a variety of activities.
 2. Generate ideas by providing comments on a specific activity.
 3. Generate ideas through collecting pictures, objects, partial objects, or models for writing ideas.

PO 2. *Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.*

PO 3. *Determine the intended audience of a writing piece.*

PO 4. *Use organizational strategies (e.g., **graphic organizer**, **KWL chart**, logs) to plan writing.*

PO 5. *Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.*

PO 6. Use **time management strategies**, when appropriate, to produce a writing product within a set time period.

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

PO 1. Use a **prewriting plan** to develop a draft with **main idea(s)** and supporting details.

PO 2. Organize writing into a logical sequence that is clear to the audience.

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

- PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.
(See Strand 2)
- PO 2. Add details to the draft to more effectively accomplish the purpose.
Alternate: 1. Select details from a picture or word bank to add to the rough draft.
2. Given a piece of writing and a picture/word bank, select details to add to the rough draft.
3. Choose a specific picture that would provide additional details about a given topic.
- PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.
- PO 4. Use a combination of sentence structures (i.e., **simple, compound**) to improve sentence fluency in the draft.
- PO 5. Modify word choice appropriate to the application in order to enhance the writing.
- PO 6. Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to refine the draft.
- PO 7. Use resources and reference materials to select more precise vocabulary.

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

- PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.
(See Strand 2)
- PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.
- PO 3. Apply **proofreading marks** to indicate errors in conventions, although may be inconsistent or experimental.
- PO 4. Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to edit the draft.

Concept 5: Publishing

Publishing includes formatting and presenting a final product for the intended audience.

PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.

PO 2. Share the writing with the intended audience.

PO 3. Use margins and spacing to enhance the final product.

PO 4. *Write legibly.*

- Alternate:**
1. Consistently write left to right and top to bottom.
 2. Space appropriately between words.
 3. Make marks with writing instruments or a stamp in a defined area.

Strand 2: Writing Elements

Strand 2 focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

PO 1. Express ideas that are clear and directly related to the topic.

- Alternate:**
1. Given a topic, generate a list of related ideas.
 2. Given a list of ideas, select which details go together.
 3. Use pictures, partial objects, or symbols to convey meaning.

PO 2. Provide content and selected details that are well-suited to audience and purpose.

PO 3. Use relevant details to provide adequate support for the ideas.

Concept 2: Organization

Organization addresses the structure of the writing and threads the central meaning and the patterns that hold the piece together.

PO 1. *Organize content in a selected format. (e.g., **friendly letter**, **narrative**, **expository text**).*
(See Strand 3)

- Alternate:**
1. Given three sentences supported by pictures of an event, indicate which sentence comes first, second, and third.
 2. Given two words associated with two pictures of an event, indicate which word/picture comes first and which comes next
 3. Place two pictures of an individual or classroom schedule/event in sequence indicating what happens first and what happens next.

PO 2. Create a beginning that captures the reader's interest.

PO 3. Place details appropriately to support the main idea.

PO 4. Use **transitional words** and phrases (e.g., *next, then, so, but, while, after that, because*) to connect ideas.

PO 5. Create an ending that provides a sense of **resolution** or closure.

PO 6. Construct a paragraph that groups sentences around a topic.

- Alternate:**
1. Given a group of five sentences, sequence to form a paragraph.
 2. Given a group to three sentences, sequence to form a paragraph.
 3. Given a topic, choose objects, pictures, or words that support the topic.

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

PO 1 *Show awareness of the audience through word choice and style.*

PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

PO 1. Use a variety of specific and accurate words that effectively convey the intended message.

- Alternate:**
1. Use a beginning dictionary and thesaurus to choose more interesting or correct words to convey the intended message.
 2. Select from word wall/word bank words that would convey the intended message.
 3. Choose a specific object, picture, or words that would convey an intended message.

PO 2. Use descriptive words and phrases that energize the writing.

PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.

PO 4. Use **literal** and **figurative language** in a variety of ways (e.g., imitating, creating new words, **rhyming**), although may be inconsistent or experimental.

Concept 5: Sentence Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

PO 1. Write **simple and compound sentences**.

- Alternate:**
1. Create sentences using noun-verb-modifier combinations..
 2. Create sentences using noun-verb combinations.
 3. Given two pictures, indicate the correct picture depicting the spoken or signed noun-verb combination.

PO 2. *Write sentences that flow together and sound natural when read aloud.*

PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.

Concept 6: Conventions

Organization addresses the structure of the writing and threads the central meaning and the patterns that hold the piece together.

PO 1 Use capital letters for:

- a. **proper nouns** (i.e., names, days, months)
- b. titles
- c. names of places
- d. abbreviations
- e. literary titles (i.e., book, story, poem)

Alternate: 1. Use capital letters for the pronoun I, names, and the beginning of a sentence.
2. Use capital letters for the pronoun I and first name.
3. Select between the upper and lower case letter for first name.

PO 2. * Punctuate endings of sentences using:

- a. periods
- b. question marks
- c. exclamation points

Alternate: 1. Given teacher prepared sentences, punctuate endings of sentences using periods and question marks.
2. Given a teacher prepared sentence, punctuate ending of sentence using a period.
3. Identify if comment is a question or statement.

PO 3. Use commas to punctuate:

- a. items in a series
- b. greetings and closings of letters
- c. dates

PO 4. Use quotation marks to punctuate **dialogue**, although may be inconsistent or experimental.

PO 5. Use a colon to punctuate time.

PO 6. Use apostrophes to punctuate:

- a. contractions
- b. singular possessive

PO 7. Spell **high frequency words** correctly.

Alternate: 1. Given a list of high frequency words, spell any ten words.
2. Given a list of high frequency words, spell any five words.
3. Correctly identify first name paired with picture of self.

PO 8. Use common spelling patterns/generalizations to spell words correctly, including:

- a. **word families**
- b. **regular plurals**
- c. **r-controlled**
- d. **diphthong**
- e. **consonant digraphs**
- f. **CVC words**
- g. **CCVC**
- h. **CVCC**
- i. **affixes**

Concept 6: Conventions

Organization addresses the structure of the writing and threads the central meaning and the patterns that hold the piece together.

PO 9. Spell simple **homonyms** correctly in context.

PO 10. Use resources (e.g., dictionaries, **word walls**) to spell correctly.

- Alternate:**
1. Given five words, use word wall and personal word dictionary to spell correctly.
 2. Given two words, use a word wall/list to spell correctly.
 3. Select correct spelling of name/name symbol from choice of two using personal word dictionary.

PO 11. Use the following parts of speech correctly in **simple sentences**:

- a. nouns
- b. action verbs
- c. personal pronouns
- d. adjectives

PO 12. Use subject/verb agreement in **simple sentences**.

Strand 3: Writing Applications

Writing skills particular to the modes listed here may be taught across the curriculum, although some modes may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

PO 1. Write a **narrative** based on imagined or real events, observations, or memories that includes:

- a. characters
- b. **setting**
- c. **plot**
- d. sensory details
- e. clear language
- f. logical sequence of events

- Alternate:**
- 1. Dictate a personal narrative to a scribe that expresses what happened and who was involved.
 - 2. Dictate a personal narrative to a scribe that describes an event.
 - 3. Share a personal experience through pictures or drawing that describes an event.

PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:

- a. **figurative language**
- b. **rhythm**
- c. **dialogue**
- d. **characterization**
- e. **plot**
- f. appropriate format

Concept 2: Expository

Expository writing includes non-fiction writing that describes, explains, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience.

PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.

- Alternate:**
1. Given a graphic organizer, record information related to topic through writing.
 2. Given a graphic organizer, record information related to the topic through drawing.
 3. Given a graphic organizer, insert collected pictures, objects/partial objects, tactile objects, or models related to the topic.

PO 2. Write an expository paragraph that contains:

- a. a topic sentence
- b. supporting details
- c. relevant information

- Alternate:**
1. Given a group of five sentences, sequence the sentences to form an expository paragraph.
 2. Given a group of three sentences, sequence the sentences to form an expository paragraph.
 3. Given a topic, choose objects, pictures, or words that support the topic.

PO 3. Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper, log, journal).

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

PO 1 Write a variety of functional text (e.g., directions, recipes, procedures, **rubrics**, labels, graphs/tables).

(See R03-S3C2; M03-S2C1)

- Alternate:**
1. Using a template, write a variety of functional text.
 2. Using a model, write a variety of functional text.
 3. Use a name stamp or label.

PO 2. Write communications, including:

- a. *thank-you notes*
- b. **friendly letters**
- c. **formal letters**
- d. messages
- e. invitations

- Alternate:**
1. Write communications, including thank-you notes, messages, and invitations.
 2. Using a template, complete a message and an invitation.
 3. Using a name stamp, sign written communications.

PO 3. Address an envelope for correspondence that includes:

- a. an appropriate return address
- b. an appropriate recipient address

- Alternate:**
1. Address an envelope for correspondence that includes an appropriate return address.
 2. Choose from two preprinted return labels, the label that matches the home address.
 3. Using name/address stamp, address an envelope for correspondence that includes an appropriate return address.

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

PO 1. Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader.
(See R03-S3C3)

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).
(See R03-S2C1)

PO 2. Write a book report or review that may identify the:

- a. **main idea**
- b. character(s)
- c. **setting**
- d. sequence of events
- e. problem/solution

(See R03-S2C1)

PO 3. *Write a response to a literature selection that connects:*

- a. *text to self (personal connection)*
- b. *text to world (social connection)*
- c. *text to text (compare within multiple texts)*

(See R03-S2C1)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

PO 1. Paraphrase information from at least one source (e.g., Internet, reference materials).
(See R03-S3C1-03, -04, -05)

PO 2. Organize notes in a meaningful sequence.
(See R03-S3C1-03, -04, -05)

PO 3. Write an informational report that includes **main idea(s)** and relevant details.
(See R03-S3C1-03, -04, -05)

WRITING STANDARDS ARTICULATED BY GRADE LEVEL

Grade 4

Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

PO 1. *Generate ideas through a variety of activities (e.g., brainstorming, **graphic organizers**, drawing, writer's notebook, group discussion, printed material).*

- Alternate:**
1. Generate ideas through a variety of activities.
 2. Generate ideas by providing comments on a specific activity.
 3. Generate ideas through collecting pictures, objects, partial objects, or models for writing ideas.

PO 2. *Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.*

PO 3. *Determine the intended audience of a writing piece.*

PO 4. *Use organizational strategies (e.g., **graphic organizer**, **KWL chart**, log) to plan writing.*

PO 5. *Maintain a record (e.g., lists, pictures, journal, folder, notebook) of writing ideas.*

PO 6. Use **time management strategies**, when appropriate, to produce a writing product within a set time period.

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

PO 1. Use a **prewriting plan** to develop a draft with **main idea(s)** and supporting details.

PO 2. Organize writing into a logical sequence that is clear to the audience.

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

- PO 1 *Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.*
(See Strand 2)
- PO 2. *Add details to the draft to more effectively accomplish the purpose.*
Alternate: 1. *Select details from a picture or word bank to add to the rough draft.*
2. *Given a piece of writing and a picture/word bank, select details to add to the rough draft.*
3. *Choose a specific picture that would provide additional details about a given topic.*
- PO 3. *Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.*
- PO 4. *Use a combination of sentence structures (i.e., **simple, compound**) to improve sentence fluency in the draft.*
- PO 5 *Modify word choice appropriate to the application in order to enhance the writing.*
- PO 6. *Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to refine the draft.*
- PO 7. *Use resources and reference materials to select more precise vocabulary.*

Concept 4: Editing

Proofread and correct the draft for conventions.

- PO 1 *Identify punctuation, spelling, and grammar and usage errors in the draft.* (See Strand 2)
- PO 2. *Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.*
- PO 3. Apply **proofreading marks** to indicate errors in conventions.
- PO 4. *Apply appropriate tools (e.g., **peer review**, checklists, **rubrics**) to edit the draft.*

Concept 5: Publishing

Publishing includes formatting and presenting a final product for the intended audience.

PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to

PO 2. Share the writing with the intended audience.

PO 3. Use margins and spacing to enhance the final product.

PO 4. Write legibly.

Strand 2: Writing Elements

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

PO 1. Express ideas that are clear and directly related to the topic.

- Alternate:**
1. Given a topic, generate a list of related ideas.
 2. Given a list of ideas, select which details go together.
 3. Use pictures, partial objects, or symbols to convey meaning.

PO 2. Provide content and selected details that are well-suited to audience and purpose.

PO 3. Use relevant details to provide adequate support for the ideas.

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

*PO 1. Use a structure that fits the type of writing (e.g., letter format, **narrative**, lines of poetry). (See Strand 3)*

- Alternate:**
1. Given three sentences supported by pictures of an event, indicate which sentence comes first, second, and third.
 2. Given two words associated with two pictures of an event, indicate which word/picture comes first and which comes next
 3. Place two pictures of an individual or classroom schedule/event in sequence indicating what happens first and what happens next.

PO 2. Create a beginning that captures the reader's interest.

*PO 3. Place details appropriately to support the **main idea**.*

PO 4. Use a variety of transitional words that creates smooth connections between ideas.

*PO 5. Create an ending that provides a sense of **resolution** or closure.*

PO 6. Construct a paragraph that groups sentences around a topic.

- Alternate:**
1. Given a group of five sentences, sequence to form a paragraph.
 2. Given a group to three sentences, sequence to form a paragraph.
 3. Given a topic, choose objects, pictures, or words that support the topic.

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

PO 1. *Show awareness of the audience through word choice and style.*

PO 2. *Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.*

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

PO 1. *Use a variety of specific and accurate words that effectively convey the intended message.*

Alternate: 1. *Use a beginning dictionary and thesaurus to choose more interesting or correct words to convey the intended message.*

2. *Select from word wall/word bank words that would convey the intended message.*

3. *Choose a specific object, picture, or words that would convey an intended message.*

PO 2. *Use descriptive words and phrases that energize the writing.*

PO 3. *Apply vocabulary and/or terminology appropriate to the type of writing.*

PO 4. *Use **literal** and **figurative language** in a variety of ways (e.g., imitating, creating new words, **rhyming**), although may be inconsistent or experimental.*
(See R04-S1C4-04, -05)

Concept 5: Sentence Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

PO 1. **Write simple and compound sentences.**

Alternate: 1. *Create sentences using noun-verb-modifier combinations..*

2. *Create sentences using noun-verb combinations.*

3. *Given two pictures, indicate the correct picture depicting the spoken or signed noun-verb combination.*

PO 2. **Write sentences that flow together and sound natural when read aloud.**

PO 3. *Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.*

PO 4. *Use effective and natural **dialogue** when appropriate.*

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 1. Use capital letters for:

- a. **proper nouns** (i.e., names, days, months)
- b. titles
- c. names of place
- d. abbreviations
- e. literary titles (i.e., book, story, poem)

Alternate:

- 1. Use capital letters for the pronoun I, names, and the beginning of a sentence.
- 2. Use capital letters for the pronoun I and first name.
- 3. Select between the upper and lower case letter for first name.

PO 2. Punctuate endings of sentences using:

- a. periods
- b. question marks
- c. exclamation points

Alternate:

- 1. Given teacher prepared sentences, punctuate endings of sentences using periods and question marks.
- 2. Given a teacher prepared sentence, punctuate ending of sentence using a period.
- 3. Identify if comment is a question or statement.

PO 3. Use commas to punctuate:

- a. items in a series
- b. greetings and closings of letters
- c. dates
- d. introductory words

PO 4. Use quotation marks to punctuate:

- a. **dialogue** (although may be inconsistent or experimental)
- b. titles

PO 5. Use a colon to punctuate time.

PO 6. Use apostrophes to punctuate:

- a. contractions
- b. singular possessive

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 7. Spell **high frequency words** correctly.

- Alternate:**
1. Given a list of high frequency words, spell any ten words.
 2. Given a list of high frequency words, spell any five words.
 3. Correctly identify first name paired with picture of self.

PO 8. Use common spelling patterns/generalizations to spell words correctly, including:

- a. **r-controlled**
- b. **diphthong**
- c. **vowel digraphs**
- d. **CVC words**
- e. **CCVC**
- f. **CVCC**
- g. **silent e**
- h. **irregular plurals**
- i. **affixes**

PO 9. Spell simple **homonyms** correctly in context.

PO 10. Use resources (e.g., dictionaries, **word walls**) to spell correctly.

- Alternate:**
1. Given five words, use word wall and personal word dictionary to spell correctly.
 2. Given two words, use a word wall/list to spell correctly.
 3. Select correct spelling of name/name symbol from choice of two using personal word dictionary.

PO 11. Use paragraph breaks to indicate an organizational structure.

PO 12. Use the following parts of speech correctly in **simple sentences**:

- a. *nouns*
- b. *action verbs*
- c. *personal pronouns*
- d. *adjectives*
- e. *conjunctions*

PO 13. Use subject/verb agreement in **simple** and **compound sentences**.

Strand 3: Writing Applications

Writing skills particular to the modes listed here may be taught across the curriculum, although some modes may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:

- a. *characters*
- b. **setting**
- c. **plot**
- d. *sensory details*
- e. *clear language*
- f. *logical sequence of events*

Alternate: 1. Dictate a personal narrative to a scribe that expresses what happened and who was involved.
2. Dictate a personal narrative to a scribe that describes an event.
3. Share a personal experience through pictures or drawing that describes an event.

PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:

- a. **figurative language**
- b. **rhythm**
- c. **dialogue**
- d. **characterization**
- e. **plot**
- f. *appropriate format*

Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience.

PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.

- Alternate:**
1. Given a graphic organizer, record information related to topic through writing.
 2. Given a graphic organizer, record information related to the topic through drawing.
 3. Given a graphic organizer, insert collected pictures, objects/partial objects, tactile objects, or models related to the topic.

PO 2. Write an expository paragraph that contains:

- a. a topic sentence
- b. supporting details
- c. relevant information

- Alternate:**
1. Given a group of five sentences, sequence the sentences to form an expository paragraph.
 2. Given a group of three sentences, sequence the sentences to form an expository paragraph.
 3. Given a topic, choose objects, pictures, or words that support the topic.

PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

*PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, **rubrics**, labels, graphs/tables).*

(See R04-S3C2; M04-S2C1)

- Alternate:**
1. Using a template, write a variety of functional text.
 2. Using a model, write a variety of functional text.
 3. Use a name stamp or label.

PO 2. Write communications, including:

- a. thank-you notes
- b. **friendly letters**
- c. **formal letters**
- d. messages
- e. invitations

- Alternate:**
1. Write communications, including thank-you notes, messages, and invitations.
 2. Using a template, complete a message and an invitation.
 3. Using a name stamp, sign written communications.

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

PO 3. Address an envelope for correspondence that includes:

- a. an appropriate return address*
- b. an appropriate recipient address*

Alternate: 1. Address an envelope for correspondence that includes an appropriate return address.
2. Choose from two preprinted return labels, the label that matches the home address.
3. Using name/address stamp, address an envelope for correspondence that includes an appropriate return address

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

PO 1. Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader.
(See R04-S3C3)

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).
(See R04-S2C1)

PO 2. Write a book report or review that identifies the:

- a. main idea**
- b. character(s)
- c. setting**
- d. sequence of events
- e. conflict/resolution

(See R04-S2C1)

PO 3. Write a response that demonstrates an understanding of a literary selection, and depending on the selection, includes:

- a. evidence from the text
- b. personal experience
- c. comparison to other text/media

(See R04-S2C1)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product

PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials).
(See R04-S3C1-04, -05, -06)

PO 2. *Organize notes in a meaningful sequence.*
(See R04-S3C1-04, -05, -06)

PO 3. *Write an informational report that includes **main idea(s)** and relevant details.*
(See R04-S3C1-04, -05, -06)

WRITING STANDARDS ARTICULATED BY GRADE LEVEL

Grade 5

Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting	
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	
PO 1.	Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers , drawing, writer's notebook, group discussion, printed material).
Alternate:	<ol style="list-style-type: none">1. Generate ideas through a variety of activities.2. Generate ideas by providing comments on a specific activity.3. Generate ideas through collecting pictures, objects, partial objects, or models for writing ideas.
PO 2.	Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.
PO 3.	Determine the intended audience of a writing piece.
PO 4.	Use organizational strategies (e.g., graphic organizer, KWL chart , log) to plan writing.
PO 5.	Maintain a record (e.g., lists, pictures, journal, folder, notebook) of writing ideas.
PO 6.	Use time management strategies , when appropriate, to produce a writing product within a set time period.

Concept 2: Drafting	
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	
PO 1.	Use a prewriting plan to develop a draft with main idea(s) and supporting details.
PO 2.	Organize writing into a logical sequence that is clear to the audience.

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

- PO 1. *Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.*
(See Strand 2)
- PO 2. *Add details to the draft to more effectively accomplish the purpose.*
Alternate: 1. Select details from a picture or word bank to add to the rough draft.
2. Given a piece of writing and a picture/word bank, select details to add to the rough draft.
3. Choose a specific picture that would provide additional details about a given topic.
- PO 3. *Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.*
- PO 4. *Use a combination of sentence structures (i.e., **simple, compound**) to improve in the draft.*
- PO 5. *Modify word choice appropriate to the application in order to enhance the writing.*
- PO 6. *Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to refine the draft.*
- PO 7. *Use resources and reference materials to select more precise vocabulary.*

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

- PO 1. *Identify punctuation, spelling, and grammar and usage errors in the draft.*
(See Strand 2)
- PO 2. *Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.*
- PO 3. *Apply **proofreading marks** to indicate errors in conventions.*
- PO 4. *Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to edit the draft.*

Concept 5: Publishing

Publishing includes formatting and presenting a final product for the intended audience.

- PO 1. *Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.*
- PO 2. *Share the writing with the intended audience.*
- PO 3. *Use margins and spacing to enhance the final product.*
- PO 4. *Write legibly.*

Strand 2: Writing Elements

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

PO 1. *Express ideas that are clear and directly related to the topic.*

- Alternate:**
1. *Given a topic, generate a list of related ideas.*
 2. *Given a list of ideas, select which details go together.*
 3. *Use pictures, partial objects, or symbols to convey meaning.*

PO 2. *Provide content and selected details that are well-suited to audience and purpose.*

PO 3. *Use relevant details to provide adequate support for the ideas.*

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

PO 1. *Use a structure that fits the type of writing (e.g., letter format, **narrative**, lines of poetry). (See Strand 3)*

- Alternate:**
1. *Given three sentences supported by pictures of an event, indicate which sentence comes first, second, and third.*
 2. *Given two words associated with two pictures of an event, indicate which word/picture comes first and which comes next*
 3. *Place two pictures of an individual or classroom schedule/event in sequence indicating what happens first and what happens next.*

PO 2. *Create a beginning that captures the reader's interest.*

PO 3. *Place details appropriately to support the **main idea**.*

PO 4. *Use a variety of words or phrases that creates smooth and effective transitions.*

PO 5. *Create an ending that provides a sense of **resolution** or closure.*

PO 6. *Construct a paragraph that groups sentences around a topic.*

- Alternate:**
1. *Given a group of five sentences, sequence to form a paragraph.*
 2. *Given a group to three sentences, sequence to form a paragraph.*
 3. *Given a topic, choose objects, pictures, or words that support the topic.*

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

PO1. *Show awareness of the audience through word choice and style.*

PO 2. *Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and mode.*

PO 3. *Use language appropriate for topic and purpose.*

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

PO 1. *Use a variety of specific and accurate words that effectively convey the intended message.*

- Alternate:**
- 1. Use a beginning dictionary and thesaurus to choose more interesting or correct words to convey the intended message.*
 - 2. Select from word wall/word bank words that would convey the intended message.*
 - 3. Choose a specific object, picture, or words that would convey an intended message.*

PO 2. *Use descriptive words and phrases that energize the writing.*

PO 3. *Apply vocabulary and/or terminology appropriate to the type of writing.*

PO 4. *Use **literal** and **figurative language** where appropriate to purpose.*
(See R05-S1C4-03, -04)

Concept 5: Sentence Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

PO 1. **Write** *simple and compound sentences.*

- Alternate:**
- 1. Create sentences using noun-verb-modifier combinations..*
 - 2. Create sentences using noun-verb combinations.*
 - 3. Given two pictures, indicate the correct picture depicting the spoken or signed noun-verb combination.*

PO 2. **Write sentences that flow together and sound natural when read aloud.**

PO 3. **Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.**

PO 4. *Use effective and natural **dialogue** when appropriate.*

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 1. Use capital letters correctly for:

a. **proper nouns:**

- *place names*
- *holidays*
- *languages*
- *historical events*
- *organizations*

b. *literary titles (i.e., book, story, poem, play, song)*

c. *titles*

d. *abbreviations*

e. *words used as names (e.g., Mother, Uncle Jim)*

- Alternate:**
1. Use capital letters for the pronoun I, names, and the beginning of a sentence.
 2. Use capital letters for the pronoun I and first name.
 3. Select between the upper and lower case letter for first name.

PO 2. Punctuate endings of sentences using:

a. *periods*

b. *question marks*

c. *exclamation points*

- Alternate:**
1. *Given teacher prepared sentences, punctuate endings of sentences using periods and question marks.*
 2. *Given a teacher prepared sentence, punctuate ending of sentence using a period.*
 3. *Identify if comment is a question or statement.*

PO 3. Use commas to punctuate:

a. *items in a series*

b. *greetings and closings of letters*

c. *dates*

d. *introductory words*

e. **dialogue**

f. **direct address**

PO 4. Use quotation marks to punctuate:

a. *simple **dialogue***

b. *titles*

PO 5. Use colons to punctuate:

a. *time*

b. *business letter salutations*

PO 6. Use apostrophes to punctuate:

a. *contractions*

b. *singular possessive*

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 7. Spell **high frequency words** correctly.

- Alternate:**
1. Given a list of high frequency words, spell any ten words.
 2. Given a list of high frequency words, spell any five words.
 3. Correctly identify first name paired with icon of person..

PO 8. Use common spelling patterns/generalizations to spell words correctly, including:

- a. **irregular plurals**
- b. **silent e**
- c. i before e
- d. words ending in -y
- e. doubling final consonant

PO 9. Spell **homonyms** correctly in context.

PO 10. Use resources (e.g., dictionaries, **word walls**) to spell correctly.

- Alternate:**
1. Given five words, use word wall and personal word dictionary to spell correctly.
 2. Given two words, use word wall and personal dictionary to spell correctly.
 3. Select correct spelling of name/name symbol from choice of two using personal word dictionary.

PO 11. Use paragraph breaks to indicate an organizational structure.

PO 12. Use the following parts of speech correctly in **simple sentences**:

- a. nouns
- b. action verbs
- c. personal pronouns
- d. conjunctions
- e. adverbs

PO 13. Use subject/verb agreement in **simple** and **compound sentences**.

Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:

- a. *characters*
- b. **setting**
- c. **plot**
- d. *sensory details*
- e. *clear language*
- f. *logical sequence of events*

- Alternate:**
- 1. *Dictate a personal narrative to a scribe that expresses what happened and who was involved.*
 - 2. *Dictate a personal narrative to a scribe that describes an event.*
 - 3. *Share a personal experience through pictures or drawing that describes an event.*

PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:

- a. **figurative language**
- b. **rhythm**
- c. **dialogue**
- d. **characterization**
- e. **a plot**
- f. *appropriate format*

Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience.

PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.

- Alternate:**
1. Given a graphic organizer, record information related to topic through writing.
 2. Given a graphic organizer, record information related to the topic through drawing.
 3. Given a graphic organizer, insert collected pictures, objects/partial objects, tactile objects, or models related to the topic.

PO 2. *Write an expository paragraph that contains:*

- a. *a topic sentence*
- b. *supporting details*
- c. *relevant information*

- Alternate:**
1. *Given a group of five sentences, sequence the sentences to form an expository paragraph.*
 2. *Given a group of three sentences, sequence the sentences to form an expository paragraph.*
 3. *Given a topic, choose objects, pictures, or words that support the topic.*

PO 3. *Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).*

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

*PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, **rubrics**, labels, graphs/tables).*

(See R05-S3C2; M05-S2C1)

- Alternate:**
1. Using a template, write a variety of functional text.
 2. Using a model, write a variety of functional text.
 3. Use a name stamp or label.

PO 2. Write communications, including:

- a. thank-you notes
- b. **friendly letters**
- c. **formal letters**
- d. messages
- e. invitations

- Alternate:**
1. Write communications, including thank-you notes, messages, and invitations.
 2. Using a template, complete a message and an invitation.
 3. Using a name stamp, sign written communications.

PO 3. Address an envelope for correspondence that includes:

- a. an appropriate return address
- b. an appropriate recipient address

- Alternate:**
1. Address an envelope for correspondence that includes an appropriate return address.
 2. Choose from two preprinted return labels, the label that matches the home address.
 3. Using name/address stamp, address an envelope for correspondence that includes an appropriate return address.

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

PO 1. Write persuasive text (e.g., advertisements, paragraphs) that attempts to influence the reader.
(See R05-S3C3)

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).

(See R05-S2C1)

PO 2. Write a book report or review that identifies the:

- a. **main idea**
- b. *character(s)*
- c. **setting**
- d. *sequence of events*
- e. *conflict/resolution*

(See R05-S2C1)

PO 3. Write a response that demonstrates an understanding of a literary selection, and depending on the selection, includes:

- a. *evidence from the text*
- b. *personal experience*
- c. *comparison to other text/media*

(See R05-S2C1)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials).

(See R05-S3C1-04, -05, -06)

PO 2. Organize notes in a meaningful sequence.

(See R05-S3C1-04, -05, -06)

*PO 3. Write an informational report that includes **main ideas** and relevant details.*

(See R05-S3C1-04, -05, -06)

WRITING STANDARDS ARTICULATED BY GRADE LEVEL

Grade 6

Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

*PO 1. Generate ideas through a variety of activities (e.g., **prior knowledge**, discussion with others, printed material or other sources).*

Alternate:

1. Generate ideas through a variety of activities.
2. Generate ideas by providing comments on a specific activity.
3. Generate ideas through collecting pictures, objects, partial objects, or models for writing ideas.

PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.

PO 3. Determine the intended audience of a writing piece.

PO 4. Establish a central idea appropriate to the type of writing.

*PO 5. Use organizational strategies (e.g., outline, chart, table, graph, **Venn Diagram**, **web**, **story map**, **plot pyramid**) to plan writing.*

PO 6. Maintain a record (e.g., lists, journal, folder, notebook) of writing ideas.

*PO 7. Use **time management strategies**, when appropriate, to produce a writing product within a set time period.*

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

*PO 1. Use a **prewriting plan** to develop a draft with **main idea**(s) and supporting details.*

PO 2. Organize writing into a logical sequence that is clear to the audience.

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

- PO 1. *Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.*
(See Strand 2)
- PO 2. *Add details to the draft to more effectively accomplish the purpose.*
Alternate: 1. Select details from a picture or word bank to add to the rough draft.
2. Given a piece of writing and a picture/word bank, select details to add to the rough draft.
3. Choose a specific picture that would provide additional details about a given topic.
- PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.
- PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.
- PO 5. Add **transitional words**, phrases and/or sentences to clarify meaning or enhance the writing style.
- PO 6. Use a variety of sentence structures (i.e., **simple, compound**) to improve sentence fluency in the draft.
- PO 7. *Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to refine the draft.*
- PO 8. *Use resources and reference materials to select more precise vocabulary.*

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

- PO 1. *Identify punctuation, spelling, and grammar and usage errors in the draft.* (See Strand 2)
- PO 2. *Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.*
- PO 3. *Apply **proofreading marks** to indicate errors in conventions.*
- PO 4. *Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to edit the draft.*

Concept 5: Publishing	
Publishing includes formatting and presenting a final product for the intended audience.	
PO 1.	<i>Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>
PO 2.	Use margins and spacing to enhance the final product.
PO 3.	Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.
PO 4.	<i>Write legibly.</i>

Strand 2: Writing Components

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

PO 1. Use clear, focused ideas and details to support the topic.

PO 2. Provide content and selected details that are well suited to audience and purpose.

PO 3. Develop a sufficient explanation or exploration of the topic.

PO 4. Include ideas and details that show original perspective.

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

PO 1. Use a structure that fits the type of writing (e.g., letter format, **narrative**, play, essay).
(See Strand 3)

Alternate:

1. Given a purpose, select the correct format template and complete the writing assignment.
2. Given a format, complete content information using objects, pictures, or words.
3. Given a guided writing activity, fill in missing content information with objects, picture, or words (e.g., invitation, thank you notes).

PO 2. Develop a strong beginning or introduction that draws in the reader.

PO 3. Place details appropriately to support the **main idea**.

PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).

PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).

PO 6. Create an ending that provides a sense of **resolution** or closure.

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

PO 1. Show awareness of the audience through word choice and **style**.

PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.

PO 3. Use language appropriate for the topic and purpose.

PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose.

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

PO 1. Use accurate, specific, powerful words that effectively convey the intended message.

Alternate:

1. Use a beginning dictionary and thesaurus to choose more interesting or correct words to convey the intended message.
2. Select from word wall/word bank words that would convey the intended message.
3. Choose a specific object, picture, or words that would convey an intended message.

PO 2. Use words and phrases that consistently support style and type of writing.
(See R06-S2C1)

PO 3. Use vocabulary that is original, varied, and natural.

PO 4. Use **literal** and **figurative language** where appropriate to purpose.
(See R06-S1C4-04)

Concept 5: Sentence Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

PO 1 **Write** *simple and compound sentences.*

- Alternate:**
1. Create sentences using noun-verb-modifier combinations..
 2. Create sentences using noun-verb combinations.
 3. Given two pictures, indicate the correct picture depicting the spoken or signed noun-verb combination.

PO 2. Write sentences that flow together and sound natural when read aloud.

PO 3. *Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.*

PO 4. *Use effective and natural **dialogue** when appropriate.*

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 1. Use capital letters correctly for:

a. **proper nouns**

- *holidays*
- *product names*
- *languages*
- *historical events*
- *organizations*
- *academic courses (e.g., algebra/Algebra I)*
- *place*
- *regional names (e.g., West Coast)*

b. *words used as names (e.g., Grandpa, Aunt Lyn)*

c. *literary titles (i.e., story, poem, play, song)*

d. *titles*

e. *abbreviations*

f. **proper adjectives**

- Alternate:**
1. Given a teacher prepared paragraph, edit for correct capitalization using personal dictionary.
 2. Given a teacher prepared sentence, edit for appropriate capitalization using personal dictionary.
 3. Select between the upper and lower case letter for first letter of name.

PO 2. Use commas to correctly punctuate:

- a. *items in a series*
- b. *greetings and closings of letters*
- c. *introductory words*
- d. **direct address**
- e. **interrupters**
- f. **compound sentences**

PO 3. Use quotation marks to punctuate:

- a. **dialogue**
- b. *titles of short works (e.g., chapter, story, article, song, poem)*
- c. *exact words from sources*

PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).

PO 5. Use colons to punctuate business letter salutations.

PO 6. Use apostrophes to punctuate:

- a. *contractions*
- b. *singular possessives*

PO 7. Spell **high frequency words** correctly.

- Alternate:**
1. Given a list of high frequency words, spell any ten words.
 2. Given a list of high frequency words, spell any five words.
 3. Given two full names, identify own first and last name.

<p style="text-align: center;">Concept 6:Conventions</p> <p>Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p>
<p><i>PO 8. Use common spelling patterns/generalizations to spell words correctly.</i></p>
<p><i>PO 9. Use homonyms correctly in context.</i></p>
<p><i>PO 10. Use resources to spell correctly.</i></p> <p style="padding-left: 40px;">Alternate: 1. Given five words, use word wall and personal word dictionary to spell correctly. 2. Given two words, use word wall and personal dictionary to spell correctly. 3. Select correct spelling of name/name symbol from choice of two using personal word dictionary.</p>
<p><i>PO 11. Use paragraph breaks to indicate an organizational structure.</i></p>
<p><i>PO 12. Use the following parts of speech correctly in simple sentences:</i></p> <ul style="list-style-type: none"> <i>a. nouns</i> <i>b. action/linking verbs</i> <i>c. personal pronouns</i> <i>d. adjectives</i> <i>e. adverbs</i> <i>f. conjunctions</i> <i>g. prepositions</i> <i>h. interjections</i>
<p><i>PO 13. Use subject/verb agreement in simple and compound sentences.</i></p>

Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

PO 1. Write a **narrative** that includes:

- a. an engaging **plot** based on imagined or real ideas, observations, or memories of an event or experience
- b. effectively developed characters
- c. a clearly described **setting**
- d. **dialogue**, as appropriate
- e. **figurative language**, or descriptive words and phrases to enhance style and tone.

Alternate: 1. Dictate a personal narrative to a scribe that expresses what happened, who was involved, and where it occurred..

2. Dictate a personal narrative to a scribe that describes an event.

3. Share a personal experience through pictures or drawing that describes an event.

PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ:

- a. **figurative language**
- b. **rhythm**
- c. **dialogue**
- d. **characterization**
- e. **plot**
- f. appropriate format

Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience.

PO 1. *Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.*

- Alternate:**
1. *Given a graphic organizer, record information related to topic through writing.*
 2. *Given a graphic organizer, record information related to the topic through drawing.*
 3. *Given a graphic organizer, insert collected pictures, objects/partial objects, tactile objects, or models related to the topic.*

PO 2. Write a summary based on the information gathered that include(s):

- a. a topic sentence
- b. supporting details
- c. relevant information

(See R06-S3C1-02)

PO 3. Write a **process essay** that includes:

- a. a **thesis statement**
- b. supporting details
- c. introductory, body, and concluding paragraphs

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, **rubrics**, labels, posters, graphs/tables).
(See R06-S3C2; M06-S2C1)

Alternate: 1. *Using a template, write a variety of functional text.*
2. *Using a model, write a variety of functional text.*
3. *Use a name stamp or label.*

PO 3. Write a **friendly letter** that includes a:

- a. heading
- b. salutation
- c. body
- d. closing
- e. signature

PO 4. Write a **formal letter** that follows a conventional business letter format.

PO 5. Address an envelope for correspondence that includes:

- a. an appropriate return address
- b. an appropriate recipient address

Alternate: 1. *Address an envelope for correspondence that includes an appropriate return address and recipient address.*
2. *Using a preprinted label, address an envelope for correspondence that includes an appropriate return address.*
3. *Using name/address stamp or preprinted label, address an envelope for correspondence that includes an appropriate return address.*

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:

- a. establishes and develops a **controlling idea**
- b. supports arguments with detailed evidence
- c. includes **persuasive techniques**
- d. excludes irrelevant information

(See R06-S3C3)

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

PO 1. Write a response to literature that:

- a. presents several clear ideas
 - b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media
 - c. relates own ideas to supporting details in a clear and logical manner
- (See R06-S2C1)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:

- a. paraphrasing to convey ideas and details from the source
- b. **main idea(s)** and relevant details

(See R06-S3C1-05, -06, -07)

PO 2. Write an informational report that includes:

- a. a focused topic
- b. appropriate facts and relevant details
- c. a logical sequence
- d. a concluding statement
- e. a list of sources used

(See R06-S3C1-05, -06, -07)

WRITING STANDARDS ARTICULATED BY GRADE LEVEL

Grade 7

Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.
<i>PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).</i> Alternate: 1. Generate ideas through a variety of activities. 2. Generate ideas by providing comments on a specific activity. 3. Generate ideas through collecting pictures, objects, partial objects, or models for writing ideas.
<i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i>
<i>PO 3. Determine the intended audience of a writing piece.</i>
<i>PO 4. Establish a central idea appropriate to the type of writing.</i>
<i>PO 5. Use organizational strategies (e.g., outlines, charts, tables, graphs, Venn Diagrams, webs, story map, plot pyramid) to plan writing.</i>
<i>PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.</i>
<i>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</i>

Concept 2: Drafting
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.
<i>PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.</i>
<i>PO 2. Organize writing into a logical sequence that is clear to the audience.</i>

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

- PO 1. *Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.*
(See Strand 2)
- PO 2. *Add details to the draft to more effectively accomplish the purpose.*
Alternate: 1. Select details from a picture or word bank to add to the rough draft.
2. Given a piece of writing and a picture/word bank, select details to add to the rough draft.
3. Choose a specific picture that would provide additional details about a given topic.
- PO 3. *Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.*
- PO 4. *Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.*
- PO 5. *Add **transitional words**, phrases and/or sentences to clarify meaning or enhance the writing style.*
- PO 6. *Use a variety of sentence structures (i.e., **simple, compound, complex**) to improve sentence fluency in the draft.*
- PO 7. *Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to refine the draft.*
- PO 8. *Use resources and reference materials to select more precise vocabulary.*

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

- PO 1. *Identify punctuation, spelling, and grammar and usage errors in the draft.*
(See Strand 2)
- PO 2. *Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.*
- PO 3. *Apply **proofreading marks** to indicate errors in conventions.*
- PO 4. *Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to edit the draft.*

Concept 5: Publishing	
Publishing includes formatting and presenting a final product for the intended audience.	
<i>PO 1.</i>	<i>Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>
<i>PO 2.</i>	<i>Use margins and spacing to enhance the final product.</i>
<i>PO 3.</i>	<i>Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</i>
<i>PO 4.</i>	<i>Write legibly.</i>

Strand 2: Writing Components

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

PO 1. Use clear, focused ideas and details to support the topic.

PO 2. Provide content and selected details that are well-suited to audience and purpose.

PO 3. Develop a sufficient explanation or exploration of the topic.

PO 4. Include ideas and details that show original perspective.

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

*PO 1. Use a structure that fits the type of writing (e.g., letter format, **narrative**, play, essay).
(See Strand 3)*

- Alternate:**
- 1. Given a purpose, select the correct format template and complete the writing assignment.*
 - 2. Given a format, complete content information using objects, pictures, or words.*
 - 3. Given a guided writing activity, fill in missing content information with objects, picture, or words (e.g., invitation, thank you notes).*

PO 2. Develop a strong beginning or introduction that draws in the reader.

PO 3. Place details appropriately to support the main idea.

PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).

PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).

*PO 6. Create an ending that provides a sense of **resolution** or closure.*

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

- PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.
- PO 2. *Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.*
- PO 3. *Use language appropriate for the topic and purpose.*
- PO 4. *Choose appropriate voice (e.g., formal, informal, **academic discourse**) for the audience and purpose.*

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

- PO 1. *Use accurate, specific, powerful words that effectively convey the intended message.*
Alternate: 1. *Use a beginning dictionary and thesaurus to choose more interesting or correct words to convey the intended message.*
2. *Select from word wall/word bank words that would convey the intended message.*
3. *Choose a specific object, picture, or words that would convey an intended message.*
- PO 2. *Use words that consistently support style and type of writing.*
(See R07-S2C1)
- PO 3. *Use vocabulary that is original, varied, and natural.*
- PO 4. Use **literal** and **figurative language** where appropriate to purpose.
(See R07-S1C4-04)

Concept 5: Sentence Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

PO 1 **Write** simple and compound sentences.

- Alternate:**
1. Create sentences using noun-verb-modifier combinations..
 2. Create sentences using noun-verb combinations.
 3. Given two pictures, indicate the correct picture depicting the spoken or signed noun-verb combination.

PO 2. **Create sentences that flow together and sound natural when read aloud.**

PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.

PO 4. Use effective and natural **dialogue** when appropriate.

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 1. Use capital letters correctly for:

a. **proper nouns**

- holidays
- product names
- languages
- historical events
- organizations
- academic courses (e.g., algebra/Algebra I)
- place
- regional names (e.g., West Coast)

b. words used as names (e.g., Grandpa, Aunt Lyn)

c. literary titles (book, story, poem, play, song)

d. titles

e. abbreviations

f. **proper adjectives**

- Alternate:**
1. Given a teacher prepared paragraph, edit for correct capitalization using personal word dictionary.
 2. Given a teacher prepared sentence, edit for appropriate capitalization using personal word dictionary.
 3. Select between the upper and lower case letter for first letter of name.

PO 2. Use commas to correctly punctuate:

- a. items in a series
- b. greetings and closings of letters
- c. introductory words and clauses
- d. **direct address**
- e. **interrupters**
- f. **compound sentences**
- g. **appositives**

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 3. Use quotation marks to punctuate:

- a. **dialogue**
- b. titles of short works (e.g., chapter, story, article, song, poem)
- c. exact words from sources

PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).

PO 5. Use colons to punctuate business letter salutations.

PO 6. Use apostrophes to punctuate:

- a. contractions
- b. singular possessives
- c. plural possessives

PO 7. Spell **high frequency words** correctly.

- Alternate:**
- 1. Given a list of high frequency words, spell any ten words.
 - 2. Given a list of high frequency words, spell any five words.
 - 3. Given two full names, identify own first and last name.

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 8. Use common spelling patterns/generalizations to spell words correctly.

*PO 9. Use **homonyms** correctly in context.*

PO 10. Use resources to spell correctly.

- Alternate:**
1. Given five words, use word wall, personal word dictionary, or spell checker to spell correctly.
 2. Given two words, use word wall or personal dictionary to spell correctly.
 3. Select correct spelling of name/name symbol from choice of two using personal word dictionary.

PO 11. Use paragraph breaks to indicate an organizational structure.

*PO. 12. Use the following parts of speech correctly in **simple sentences**:*

- a. nouns
- b. action/linking verbs
- c. personal pronouns
- d. adjectives
- e. adverbs
- f. conjunctions
- g. prepositions
- h. interjections

*PO 13. Use subject/verb agreement in **simple**, **compound**, and **complex** sentences.*

Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

PO 1. Write a **narrative** that includes:

- a. an engaging **plot** based on imagined or real ideas, observations, or memories of an event or experience
- b. effectively developed characters
- c. a clearly described **setting**
- d. **dialogue**, as appropriate
- e. **figurative language**, or descriptive words and phrases to enhance style and **tone**

Alternate: 1. Dictate a personal narrative to a scribe that expresses what happened, who was involved and where it occurred.

2. Dictate a personal narrative to a scribe that describes what happened and who was involved.

3. Share a personal experience through pictures or drawing that describes an event.

PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ:

- a. **figurative language**
- b. **rhythm**
- c. **dialogue**
- d. **characterization**
- e. **plot**
- f. appropriate format

Concept 2: Expository

Expository writing includes non-fiction writing that describes, explains, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience.

PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.

- Alternate:**
1. Given a graphic organizer, record information related to topic through writing.
 2. Given a graphic organizer, record information related to the topic through drawing.
 3. Given a graphic organizer, insert collected pictures, objects/partial objects, tactile objects, or models related to the topic.

PO 2. Write a summary based on the information gathered that include(s):

- a. a topic sentence
- b. supporting details
- c. relevant information

(See R07-S3C1-02)

PO 3. Write a **process essay** that includes:

- a. a **thesis statement**
- b. supporting details
- c. introductory, body, and concluding paragraphs

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, **rubrics**, labels, posters, graphs/tables).

(See R07-S3C2; M07-S2C1)

- Alternate:**
1. Using a template, write a variety of functional text.
 2. Using a model, write a variety of functional text.
 3. Use a name stamp or label.

PO 3. Write a **friendly letter** that includes a:

- a. heading
- b. salutation
- c. body
- d. closing
- e. signature

PO 4. Write a **formal letter** that follows a conventional business letter format.

PO 5. Address an envelope for correspondence that includes:

- a. an appropriate return address
- b. an appropriate recipient address

- Alternate:**
1. Address an envelope for correspondence that includes an appropriate return address and recipient address.
 2. Using a preprinted label, address an envelope for correspondence that includes an appropriate return address.
 3. Using name/address stamp or preprinted label, address an envelope for correspondence that includes an appropriate return address.

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:

- a. establishes and develops a **controlling idea**
 - b. supports arguments with detailed **evidence**
 - c. includes **persuasive techniques**
 - d. excludes irrelevant information
 - e. attributes sources of information when appropriate
- (See R07-S3C3)

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

PO 1. Write a response to literature that:

- a. *presents several clear ideas*
 - b. *supports **inferences** and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media*
 - c. *relates own ideas to supporting details in a clear and logical manner*
- (See R07-S2C1)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product

PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:

- a. *paraphrasing to convey ideas and details from the source*
 - b. ***main idea(s)** and relevant details*
- (See R07-S3C1-05, -06, -07, -08)

PO 2. Write an informational report that includes:

- a. *a focused topic*
 - b. *appropriate facts and relevant details*
 - c. *a logical sequence*
 - d. *a concluding statement*
 - e. *a list of sources used*
- (See R07-S3C1-05, -06, -07, -08)

WRITING STANDARDS ARTICULATED BY GRADE LEVEL

Grade 8

Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).

Alternate: 1. Generate ideas through a variety of activities.

2. Generate ideas by providing comments on a specific activity.

3. Generate ideas through collecting pictures, objects, partial objects, or models for writing ideas.

PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.

PO 3. Determine the intended audience of a writing piece.

PO 4. Establish a central idea appropriate to the type of writing.

*PO 5. Use organizational strategies (e.g., outlines, charts, tables, graphs, **Venn Diagrams**, **webs**, **story map**, **plot pyramid**) to plan writing.*

PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.

*PO 7. Use **time management strategies**, when appropriate, to produce a writing product within a set time period.*

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

*PO 1. Use a **prewriting plan** to develop a draft with **main idea(s)** and supporting details.*

PO 2. Organize writing into a logical sequence that is clear to the audience.

Alternate: *1. Choose a topic and organize the information for the introduction, supporting details, and concluding statements.*

2. Given sentences or a group of pictures, organize the information in a logical sequence.

3. Given two pictures, place in sequential order.

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

- PO 1. *Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.*
(See Strand 2)
- PO 2. *Add details to the draft to more effectively accomplish the purpose.*
Alternate: 1. *Select details from a picture or word bank to add to the rough draft.*
2. *Given a piece of writing and a picture/word bank, select details to add to the rough draft.*
3. *Choose a specific picture that would provide additional details about a given topic.*
- PO 3. *Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.*
- PO 4. *Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.*
- PO 5. *Add **transitional words**, phrases and/or sentences to clarify meaning or enhance the writing style.*
- PO 6. *Use a variety of sentence structures (i.e., **simple, compound, complex**) to improve sentence fluency in the draft.*
- PO 7. *Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to refine the draft.*
- PO 8. *Use resources and reference materials to select more precise vocabulary.*

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

- PO 1. *Identify punctuation, spelling, and grammar and usage errors in the draft.*
(See Strand 2)
- PO 2. *Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.*
Alternate: 1. *Given a punctuation chart, edit end punctuation and capitalization.*
2. *Given a teacher-edited piece of writing or a student completed functional text such as a resume or job application, use a personal word dictionary to find correct spelling and correct misspelled words.*
3. *Select correct spelling of name/name symbol from choice of two using personal word dictionary.*
- PO 3. *Apply **proofreading marks** to indicate errors in conventions.*
- PO 4. *Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to edit the draft.*

Concept 5: Publishing

Publishing includes formatting and presenting a final product for the intended audience.

PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.

- Alternate:**
- 1. Given a choice of three formats, select and prepare writing in the format appropriate to the audience and purpose.*
 - 2. Complete a writing template for a specific audience and purpose.*
 - 3. Prepare a picture storyboard or recording for presentation.*

PO 2. Use margins and spacing to enhance the final product.

PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.

PO 4. Write legibly.

- Alternate:**
- 1. Consistently write left to right and top to bottom on functional text such as resumes or job applications..*
 - 2. Space appropriately between words on functional text.*
 - 3. Make marks with writing instruments or a stamp in a defined area.*

Strand 2: Writing Components

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

PO 1. Use clear, focused ideas and details to support the topic.

PO 2. Provide content and selected details that are well-suited to audience and purpose.

PO 3. Develop a sufficient explanation or exploration of the topic.

PO 4. Include ideas and details that show original perspective.

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

*PO 1. Use a structure that fits the type or writing (e.g., letter format, **narrative**, play, essay).*

- Alternate:**
- 1. Given a purpose, select the correct format template and complete the writing assignment.*
 - 2. Given a format, complete content information using objects, pictures, or words.*
 - 3. Given a guided writing activity, fill in missing content information with objects, picture, or words (e.g., invitation, thank you notes).*

PO 2. Develop a strong beginning or introduction that draws in the reader.

*PO 3. Place details appropriately to support the **main idea**.*

PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).

PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).

PO 6. Create an ending that provides a sense of resolution or closure.

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

- PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.*
- PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and application.*
- PO 3. Use language appropriate for the topic and purpose.*
- PO 4. Choose appropriate voice (e.g., formal, informal, **academic discourse**) for the application.*

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

- PO 1. Use accurate, specific, powerful words that effectively convey the intended message.*
Alternate:
 - 1. Use a beginning dictionary and thesaurus to choose more interesting or correct words to convey the intended message.*
 - 2. Select from word wall/word bank words that would convey the intended message.*
 - 3. Choose a specific object, picture, or words that would convey an intended message.*
- PO 2. Use words that consistently support style and type of writing.*
(See R08-S2C1)
- PO 3. Use vocabulary that is original, varied, and natural.*
- PO 4. Use **literal** and **figurative language** where appropriate to purpose.*
(See R08-S1C4-04)

Concept 5: Sentence Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

PO 1 **Write** simple and compound sentences.

- Alternate:**
1. Create sentences using noun-verb-modifier combinations..
 2. Create sentences using noun-verb combinations.
 3. Given two pictures, indicate the correct picture depicting the spoken or signed noun-verb combination.

PO 2. Create sentences that flow together and sound natural when read aloud.

PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.

PO 4. Use effective and natural **dialogue** when appropriate.

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 1. Use capital letters correctly for:

a. **proper nouns**

- holidays
- product names
- languages
- historical events
- organizations
- academic courses (e.g., algebra/Algebra I)
- place
- regional names (e.g., West Coast)

b. words used as names (e.g., Grandpa, Aunt Lyn)

c. literary titles (book, story, poem, play, song)

d. titles

e. abbreviations

f. **proper adjectives**

- Alternate:**
1. Given a teacher prepared paragraph, edit for correct capitalization.
 2. Given a teacher prepared sentence, edit for appropriate capitalization.
 3. Select between the upper and lower case letter for first name.

PO 2. Use commas to correctly punctuate:

a. items in a series

b. greetings and closings of letters

c. introductory words and clauses

d. direct address

e. **interrupters**

f. **compound sentences**

g. **appositives**

h. **dialogue**

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 3. Use quotation marks to punctuate:

- a. **dialogue**
- b. titles of short works (e.g., chapter, story, article, song, poem)
- c. exact words from sources

PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).

PO 5. Use colons to punctuate business letter salutations.

PO 6. Use apostrophes to punctuate:

- a. contractions
- b. singular possessives
- c. plural possessives

PO 7. Spell high **frequency words** correctly.

- Alternate:**
1. Given a list of high frequency words, spell any ten words.
 2. Given a list of high frequency words, spell any five words.
 3. Given two full names, identify own first and last name.

PO 8. Use common spelling patterns/generalizations to spell words correctly.

PO 9. Use **homonyms** correctly in context.

PO 10. Use resources to spell correctly.

- Alternate:**
1. Given five words, use word wall, personal word dictionary, or spell checker to spell correctly.
 2. Given two words, use word wall or personal dictionary to spell correctly.
 3. Select correct spelling of name/name symbol from choice of two using personal word dictionary.

PO 11. Use paragraph breaks to indicate an organizational structure.

PO 12. Use the following parts of speech correctly in **simple sentences**:

- i. nouns
- j. action/linking verbs
- k. personal pronouns
- l. adjectives
- m. adverbs
- n. conjunctions
- o. prepositions
- p. interjections

PO 13. Use subject/verb agreement in **simple, compound, and complex sentences**.

Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

PO 1. Write a **narrative** that includes:

- a. an engaging **plot** based on imagined or real ideas, observations, or memories of an event or experience
- b. effectively developed characters
- c. a clearly described **setting**
- d. dialogue, as appropriate
- e. **figurative language**, or descriptive words and phrases to enhance style and **tone**

Alternate: 1. Dictate a personal narrative to a scribe that expresses what happened, who was involved and where it occurred.

2. Dictate a personal narrative to a scribe that describes what happened and who was involved.

3. Share a personal experience through pictures or drawing that describes an event.

PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ:

- a. **figurative language**
- b. **rhythm**
- c. **dialogue**
- d. **characterization**
- e. **plot**
- f. appropriate format

Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience.

PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.

- Alternate:**
- 1. Given a graphic organizer, record information related to topic through writing.*
 - 2. Given a graphic organizer, record information related to the topic through drawing.*
 - 3. Given a graphic organizer, insert collected pictures, objects/partial objects, tactile objects, or models related to the topic.*

PO 2. Write a summary based on the information gathered that include(s):

- a. a topic sentence*
- b. supporting details*
- c. relevant information*

(See R08-S3C1-02)

*PO 3. Write an **explanatory essay** that includes:*

- a. a **thesis statement***
- b. supporting details*
- c. introductory, body, and concluding paragraphs*

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, **rubrics**, labels, posters, graphs/tables).

(See R08-S3C2; M08-S2C1)

- Alternate:**
1. Using a template, write a variety of functional text.
 2. Using a model, write a variety of functional text.
 3. Use a name stamp or label.

PO 3. Write a **friendly letter** that includes a:

- a. heading
- b. salutation
- c. body
- d. closing
- e. signature

PO 4. Write a formal letter that follows a conventional business letter format.

PO 5. Address an envelope for correspondence that includes:

- a. an appropriate return address
- b. an appropriate recipient address

- Alternate:**
1. Address an envelope for correspondence that includes an appropriate return address and recipient address.
 2. Using a preprinted label, address an envelope for correspondence that includes an appropriate return address.
 3. Using name/address stamp or preprinted label, address an envelope for correspondence that includes an appropriate return address.

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:

- a. establishes and develops a **controlling idea**
- b. supports arguments with detailed **evidence**
- c. includes **persuasive techniques**
- d. excludes irrelevant information
- e. attributes sources of information when appropriate

(See R08-S3C3)

WRITING STANDARDS ARTICULATED BY GRADE LEVEL

Grade 9

Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

PO 1 *Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, **graphic organizers**, record of writing ideas and discussion, printed material or other sources).*

- Alternate:**
1. Generate ideas through a variety of activities.
 2. Generate ideas by providing comments on a specific activity.
 3. Generate ideas through collecting pictures, objects, partial objects, or models for writing ideas.

PO 2. *Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.*

PO 3. *Determine the intended audience of a writing piece.*

PO 4. *Establish a **controlling idea** appropriate to the type of writing.*

PO 5. *Use organizational strategies (e.g., outline, chart, table, graph, **Venn Diagram**, **web**, **story map**, **plot pyramid**) to plan writing.*

PO 6. *Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.*

PO 7. *Use **time management strategies**, when appropriate, to produce a writing product within a set time period.*

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

PO 1 *Use a **prewriting plan** to develop the **main idea(s)** with supporting details.*

PO 2. *Sequence ideas into a cohesive, meaningful order.*

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

- PO 1. *Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency*
(See Strand 2)
- PO 2. *Add details to the draft to more effectively accomplish the purpose.*
Alternate: 1. Select details from a picture or word bank to add to the rough draft.
2. Given a piece of writing and a picture/word bank, select details to add to the rough draft.
3. Choose a specific picture that would provide additional details about a given topic.
- PO 3. *Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.*
- PO 4. *Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.*
- PO 5. *Add **transitional words** and phrases to the draft in order to clarify meaning or enhance the writing style.*
- PO 6. *Use a variety of sentence structures (i.e., **simple, compound, complex**) to improve sentence fluency in the draft.*
- PO 7. *Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to refine the draft.*
- PO 8. *Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.*

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

- PO 1. *Identify punctuation, spelling, and grammar and usage errors in the draft.*
(See Strand 2)
- PO 2. *Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.*
Alternate: 1. Given a punctuation chart, edit end punctuation and capitalization.
2. Given a teacher-edited piece of writing or a student completed functional text such as a resume or job application, use a personal word dictionary to find correct spelling and correct misspelled words.
3. Select correct spelling of name/name symbol from choice of two using personal word dictionary.
- PO 3. *Apply **proofreading marks** to indicate errors in conventions.*
- PO 4. *Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to edit the draft.*

Concept 5: Publishing

Publishing includes formatting and presenting a final product for the intended audience.

PO 1. Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).

PO 2. Include such techniques as principles of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.

PO 3. *Write legibly.*

- Alternate:**
1. Consistently write left to right and top to bottom on functional text such as resumes or job applications..
 2. Space appropriately between words on functional text.
 3. Make marks with writing instruments or a stamp in a defined area.

Strand 2: Writing Components

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

- PO 1. Maintain a clear, narrow focus to support the topic.
- PO 2. Write with an identifiable purpose and for a specific audience.
- PO 3. Provide sufficient, relevant, and carefully selected details for support.
- PO 4. Demonstrate a thorough, balanced explanation of the topic.
- PO 5. Include ideas and details that show original perspective and insights.

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

- PO 1. *Use a structure that fits the type of writing (e.g., letter format, **narrative**, play, essay).*
Alternate:
 - 1. *Given a purpose, select the correct format template and complete the writing assignment.*
 - 2. *Given a format, complete content information using objects, pictures, or words.*
 - 3. *Given a guided writing activity, fill in missing content information with objects, picture, or words (e.g., invitation, thank you notes).*
- PO 2. *Include a strong beginning or introduction that draws in the reader.*
- PO 3. *Place details appropriately to support the **main idea**.*
- PO 4. *Use effective transitions among all elements (sentences, paragraphs, and ideas).*
- PO 5. *Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.*
- PO 6. *Create an ending that provides a sense of **resolution** or closure.*

Concept 3: Voice

Voice will vary according to the type of piece, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.

PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.

*PO 3. Choose appropriate voice (e.g., formal, informal, **academic discourse**) for the application.*

PO 4. Use engaging and expressive language that shows a commitment to the topic.

PO 5. Use language appropriate to purpose, topic, and audience.

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.

Alternate:

- 1. Use a beginning dictionary and thesaurus to choose more interesting or correct words to convey the intended message.*
- 2. Select from word wall/word bank words that would convey the intended message.*
- 3. Choose a specific object, picture, or words that would convey an intended message.*

PO 2. Use vocabulary that is original, varied, and natural.

PO 3. Use words that evoke clear images.

*PO 4. Use **literal** and **figurative language** intentionally when appropriate.*
(See R09-S2C1-02, R10-S2C1-02, R11-S2C1-02, R12-S2C1-02)

*PO 5. Use **clichés** only when appropriate to purpose.*

Concept 5: Sentence Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

- PO 1. Use a variety of sentence structures (**simple, compound, complex, and compound-complex**) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.
- Alternate:**
1. Create sentences using noun-verb-modifier combinations..
 2. Create sentences using noun-verb combinations.
 3. Given two pictures, indicate the correct picture depicting the spoken or signed noun-verb combination.
- PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.
- PO 3. Demonstrate a flow that is natural and powerful when read aloud.

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 1. Use capitals correctly for:

a. **proper nouns:**

- holidays
- place/regional names
- languages
- historical events
- organizations
- academic courses (e.g., algebra/Algebra I)
- product names

- b. words used as names (e.g., Grandpa, Aunt Lyn)
- c. literary titles (book, story, poem, play, song)
- d. titles
- e. abbreviations
- f. **proper adjectives** (e.g., German shepherd, Chinese restaurant)

- Alternate:**
1. Given a teacher prepared paragraph, edit for correct capitalization of holidays, place names, and product names.
 2. Given a teacher prepared sentence, edit for correct capitalization of holidays and place names.
 3. Select between the upper and lower case name for first name.

PO 2. Use commas to correctly punctuate:

- a. items in a series
- b. greetings and closings of letters
- c. introductory words, phrases and clauses
- d. **direct address**

- e. **interruptors**
- f. **compound sentences**
- g. **appositives**
- h. **dialogue**

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 3. Use quotation marks to punctuate:

- a. **dialogue**
- b. *titles*
- c. *exact words from sources*

PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).

PO 5. Use colons to punctuate business letter salutations and sentences introducing lists.

PO 6. Use semicolons to punctuate **compound** and **compound-complex** sentences when appropriate.

PO 7. Use apostrophes to punctuate:

- a. *contractions*
- b. *singular possessives*
- c. *plural possessives*

PO 8. Use hyphens, dashes, parentheses, ellipses, and brackets correctly.

PO 9. Spell words correctly.

- Alternate:**
- 1. Given a list of high frequency words, spell any ten words.
 - 2. Given a list of high frequency words, spell any five words.
 - 3. Given two full names, identify own first and last name.

PO 10. Use paragraph breaks to reinforce the organizational structure, including **dialogue**.

PO 11. Demonstrate control of grammar and usage in writing:

- a. parts of speech
- b. verb forms and tenses
- c. subject/verb agreement
- d. pronoun/antecedent agreement
- e. parallel structure
- f. comparative and superlative degrees of adjectives
- g. modifier placement
- h. **homonyms**

PO 12. Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized **style manual**).

Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

PO 1. *Write a **personal narrative** that:

- a. describes a sequence of events, focusing on one incident experienced by the author
- b. sets scenes and incidents in specific times and places
- c. describes with specific details the sights, sounds and smells of the scenes
- d. uses **figurative language** (e.g., **simile**, **metaphor**, **personification**)

Example: Write an autobiographical account of a time when you had to make an important decision.

- Alternate:**
1. Dictate a personal narrative to a scribe that describes the sequence of events.
 2. Dictate a personal narrative to a scribe that describes what happened, who was involved, and where it occurred.
 3. Share a personal experience through pictures or drawing that describes an event.

Concept 2: Expository

Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience.

PO 1. Write an explanatory, multi-paragraph essay that:

- a. includes background information to establish the **thesis (hypothesis, essential question)**, as appropriate
- b. states a **thesis (hypothesis, essential question)** with a narrow focus
- c. includes evidence in support of a **thesis (hypothesis, essential question)** in the form of details, facts, examples, or reasons
- d. communicates information and ideas from **primary and/or secondary sources** accurately and coherently, as appropriate
- e. attributes sources of information as appropriate
- f. includes a topic sentence for each body paragraph
- g. includes relevant factors and variables that need to be considered
- h. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate
- i. includes an effective conclusion

Example: Write a report of a science experiment that was conducted in class, describing both the process and the scientific conclusions.

- Alternate:**
1. Given a graphic organizer, record information related to topic through writing.
 2. Given a graphic organizer, record information related to the topic through drawing.
 3. Given a graphic organizer, insert collected pictures, objects/partial objects, tactile objects, or models related to the topic.

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

PO 1. Write a business letter that:

- a. presents information purposefully and succinctly to meet the needs of the intended audience
- b. follows a conventional business letter format (block, modified block, email)

Example: Write a letter of complaint expressing a consumer problem you've experienced.

PO 2. Address an envelope for correspondence that includes:

- a. an appropriate return address
- b. an appropriate recipient address

Alternate:

1. Address an envelope for correspondence that includes an appropriate return address and recipient address.
2. Using a preprinted label, address an envelope for correspondence that includes an appropriate return address.
3. Using name/address stamp or preprinted label, address an envelope for correspondence that includes an appropriate return address.

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

PO 1. Write a persuasive composition (e.g., business letter, essay) that:

- a. states a position or claim
- b. presents detailed **evidence**, examples, and reasoning to support effective arguments and emotional appeals
- c. attributes sources of information when appropriate
- d. structures ideas
- e. addresses the reader's concerns

Example: Write a letter to the principal to persuade him/her to support your views on some educational policy (e.g., open campus, cheating, year-round school, scheduling)

See R09-S3C3)

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

PO 1. Write a literary analysis that:

- a. describes the author's use of **literary elements** (i.e., **theme, point of view, characterization, setting, plot**)
- b. explains different elements of **figurative language**, (i.e., **simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery**) in a literary selection
- c. compares works within a literary **genre** that deal with similar themes (e.g., compare two short stories or two poems)

Example: Write an essay about different characters in "The Necklace" by Guy de Maupassant explaining how each serves to move forward the plot.

(See R09-S2C1)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

PO 1. Write an essay that:

- a. incorporates **evidence** in support of a **thesis/claim**
- b. integrates information from two or more pieces of research information
- c. integrates direct quotes
- d. cites sources

Example: Write an essay about water conservation in the desert.

(See R09-S3C1-03 -04, -05; R10-S3C1-03 -04, -05)

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

PO 1. Write a response to literature that:

- a. *presents several clear ideas*
 - b. *supports **inferences** and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media*
 - c. *relates own ideas to supporting details in a clear and logical manner*
 - d. *provides support adequate to the literary selection (e.g. short poem vs. novel)*
- (See R08-S2C1)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:

- a. *paraphrasing to convey ideas and details from the source*
 - b. ***main idea(s)** and relevant details*
- (See R08-S3C1-05, -06, -07, -08)

PO 2. Write an informational report that includes:

- a. *a focused topic*
 - b. *appropriate facts and relevant details*
 - c. *a logical sequence*
 - d. *a concluding statement*
 - e. *a list of sources used*
- (See R08-S3C1-05, -06, -07, -08)

WRITING STANDARDS ARTICULATED BY GRADE LEVEL

Grade 10

Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

*PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, **graphic organizers**, record of writing ideas and discussion, printed material or other sources).*

Alternate:

1. Generate ideas through a variety of activities.
2. Generate ideas by providing comments on a specific activity.
3. Generate ideas through collecting pictures, objects, partial objects, or models for writing ideas.

PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.

PO 3. Determine the intended audience of a writing piece.

*PO 4. Establish a **controlling idea** appropriate to the type of writing.*

*PO 5. Use organizational strategies (e.g., outline, chart, table, graph, **Venn Diagram**, web, story map, plot pyramid) to plan writing.*

PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.

*PO 7. Use **time management strategies**, when appropriate, to produce a writing product within a set time period.*

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

*PO 1. Use a **prewriting plan** to develop the **main idea(s)** with supporting details.*

PO 2. Sequence ideas into a cohesive, meaningful order.

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

- PO 1. *Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.*
(See Strand 2)
- PO 2. *Add details to the draft to more effectively accomplish the purpose.*
Alternate: 1. Select details from a picture or word bank to add to the rough draft.
2. Given a piece of writing and a picture/word bank, select details to add to the rough draft.
3. Choose a specific picture that would provide additional details about a given topic.
- PO 3. *Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.*
- PO 4. *Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.*
- PO 5. *Add **transitional words** and phrases to the draft in order to clarify meaning or enhance the writing style.*
- PO 6. *Use a variety of sentence structures (i.e., **simple, compound, complex**) to improve sentence fluency in the draft.*
- PO 7. *Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to refine the draft.*
- PO 8. *Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.*

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

- PO 1. *Identify punctuation, spelling, and grammar and usage errors in the draft.* (See Strand 2)
- PO 2. *Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.*
- PO 3. *Apply **proofreading marks** to indicate errors in conventions.*
- PO 4. *Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to edit the draft.*

Concept 5: Publishing	
Publishing involves formatting and presenting a final product for the intended audience.	
PO 1.	Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).
PO 2.	Include such techniques as principles of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.
PO 3.	<p><i>Write legibly.</i></p> <p>Alternate:</p> <ol style="list-style-type: none"> 1. Consistently write left to right and top to bottom. 2. Space appropriately between words. 3. Make marks with writing instruments or a stamp in a defined area.

Strand 2: Writing Components

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

- PO 1. Maintain a clear, narrow focus to support the topic.
- PO 2. Write with an identifiable purpose and for a specific audience.
- PO 3. Provide sufficient, relevant, and carefully selected details for support.
- PO 4. Demonstrate a thorough, balanced explanation of the topic.
- PO 5. Include ideas and details that show original perspective and insights.

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

- PO 1. Use a structure that fits the type of writing (e.g., letter format, **narrative**, play, essay).*
- PO 2. Include a strong beginning or introduction that draws in the reader.*
- PO 3. Place details appropriately to support the **main idea**.*
- PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).*
- PO 5. Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.
- PO 6. Create an ending that provides a sense of **resolution** or closure.*

Concept 3: Voice

Voice will vary according to the type of piece, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

- PO 1. *Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.*
- PO 2. *Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.*
- PO 3. *Choose appropriate voice (e.g., formal, informal, **academic discourse**) for the application.*
- PO 4. Use engaging and expressive language that shows a commitment to the topic.
- PO 5. Use language appropriate to purpose, topic, and audience.

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

- PO 1. *Use accurate, specific, powerful words and phrases that effectively convey the intended message.*
Alternate:
 - 1. *Use a beginning dictionary and thesaurus to choose more interesting or correct words to convey the intended message.*
 - 2. *Select from word wall/word bank words that would convey the intended message.*
 - 3. *Choose a specific object, picture, or words that would convey an intended message.*
- PO 2. *Use vocabulary that is original, varied, and natural.*
- PO 3. Use words that evoke clear images.
- PO 4. Use **literal** and **figurative language** intentionally when appropriate.
(See R09-S2C1-02, R10-S2C1-02, R11-S2C1-02, R12-S2C1-02)
- PO 5. Use **clichés** only when appropriate to purpose.

Concept 5: Sentence Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

- PO 1. Use a variety of sentence structures (**simple, compound, complex, and compound-complex**) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.
- PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.
- PO 3. Demonstrate a flow that is natural and powerful when read aloud.

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 1. Use capitals correctly for:

a. **proper nouns:**

- holidays
- place/regional names
- languages
- historical events
- organizations
- academic courses (e.g., algebra/Algebra I)
- product names

- b. words used as names (e.g., Grandpa, Aunt Lyn)
- c. literary titles (book, story, poem, play, song)
- d. titles
- e. abbreviations
- f. **proper adjectives** (e.g., German shepherd, Chinese restaurant)

Alternate: 1. Given a teacher prepared paragraph, edit for correct capitalization of holidays, place names, and product names.

2. Given a teacher prepared sentence, edit for correct capitalization of holidays and place names.

3. Select between the upper and lower case name for first name.

PO 2. Use commas to correctly punctuate:

- a. items in a series
- b. greetings and closings of letters
- c. introductory words, phrases and clauses
- d. **direct address**

- e. **interruptors**
- f. **compound sentences**
- g. **appositives**
- h. **dialogue**

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 3. Use quotation marks to punctuate:

- a. **dialogue**
- b. *titles*
- c. *exact words from sources*

PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).

PO 5. Use colons to punctuate business letter salutations and sentences introducing lists.

PO 6. Use semicolons to punctuate **compound** and **compound-complex sentences** when appropriate.

PO 7. Use apostrophes to punctuate:

- a. *contractions*
- b. *singular possessives*
- c. *plural possessives*

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 8. Use hyphens, dashes, parentheses, ellipses, and brackets correctly.

PO 9. *Spell words correctly.*

- Alternate:**
1. *Given a list of high frequency words, spell any ten words.*
 2. *Given a list of high frequency words, spell any five words.*
 3. *Correctly spell first name.*

PO 10. Use paragraph breaks to reinforce the organizational structure, including **dialogue**.

PO 11. Demonstrate control of grammar and usage in writing:

- a. parts of speech
- b. verb forms and tenses
- c. subject/verb agreement
- d. pronoun/antecedent agreement
- e. parallel structure
- f. comparative and superlative degrees of adjectives
- g. modifier placement
- h. homonyms

PO 12. Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized **style manual**).

Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

PO 1. *Write a **reflective personal narrative** that:

- a. describes a sequence of events, communicating the significance of the events to the audience
- b. sets scenes and incidents in specific times and places
- c. describes with specific details the sights, sounds, and smells of the scenes
- d. describes with specific details the actions, movements, gestures, and feelings of the characters
- e. uses **interior monologue**
- f. uses **figurative language** (e.g., **simile**, **metaphor**, **personification**)
- g.

Example: Select a quotation that is particularly meaningful. Explain the significance of the quotation.

- Alternate:**
1. Dictate a personal narrative to a scribe that describes the sequence of events.
 2. Dictate a personal narrative to a scribe that describes what happened, who was involved, and where it occurred.
 3. Share a personal experience through pictures or drawing that describes an event.

Concept 2: Expository

Expository writing includes non-fiction writing that describes, explains, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience.

PO 1. *Write an explanatory, multi-paragraph essay that:*

- a. *includes background information to establish the **thesis (hypothesis, essential question)**, as appropriate*
- b. *states a **thesis (hypothesis, essential question)** with a narrow focus*
- c. *includes **evidence** in support of a **thesis (hypothesis, essential question)** in the form of details, facts, examples, or reasons*
- d. *communicates information and ideas from **primary and/or secondary sources** accurately and coherently, as appropriate*
- e. *attributes sources of information, as appropriate*
- f. *includes a topic sentence for each body paragraph*
- g. *includes relevant factors and variables that need to be considered*
- h. *includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate*
- i. *includes an effective conclusion*

Example: Discuss three reasons why the bombing of Hiroshima was a controversial act.

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

PO 1. Write a business letter and/or memo that:

- a. presents information purposefully and succinctly to meet the needs of the intended audience
- b. follows a conventional format (block, modified block, memo, email)

Example: Write a letter requesting an informational interview with a person in a career area that interests you.

PO 2. Address an envelope for correspondence that includes:

- a. an appropriate return address
- b. an appropriate recipient address

Alternate:

1. Address an envelope for correspondence that includes an appropriate return address and recipient address.
2. Using a preprinted label, address an envelope for correspondence that includes an appropriate return address.
3. Using name/address stamp or preprinted label, address an envelope for correspondence that includes an appropriate return address.

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

PO 1. Write a persuasive composition (e.g., business letter, essay, letter to the editor) that:

- a. states a position or claim
- b. presents detailed **evidence**, examples, and reasoning to support effective arguments and emotional appeals
- c. attributes sources of information when appropriate
- d. structures ideas
- e. addresses the reader's concerns

Example: Write a letter to a television network to persuade the network to keep a program on the air despite low ratings.

(See R10-S3C3)

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

PO 1. *Write a literary analysis that:*

- a. analyzes the author's use of **literary elements** (i.e., **theme, point of view, characterization, setting, plot**)
- b. analyzes different elements of **figurative language** (i.e., **simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery**) in a literary selection
- c. compares the illustration of the same **theme** in two different literary **genres**, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story)
- d. identifies how an author's choice of words and **imagery** sets the **tone** and advances the work's **theme**

Example: Write an essay explaining Gwendolyn Brook's use of word choice in "We Real Cool" to communicate its theme.

(See R10-S2C1)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

PO 1. *Write a research report that:*

- a. incorporates **evidence** in support of a thesis/claim
- b. integrates information from two or more pieces of primary and/or secondary research information
- c. makes distinctions between the relative value and significance of specific data, facts, and ideas
- d. integrates direct quotes
- e. uses **internal citations**
- f. includes a works cited, bibliography, or reference page

Example: Write a report on the Globe Theatre explaining its significance in the development of Shakespeare's works.